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AUTHOR Drobnyk, Wendy; And Others
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ABSTRACT

Intended for parents of handicapped preschool children, the booklet suggests ways parents can stimulate the development of their children through activities that occur naturally in the home setting. An initial section provides behavior management guidelines such as using success, encouragement, and praise to develop the child's enjoyment of learning. Suggested activities are organized into sections on the following developmental areas: gross motor, fine motor, language, and cognition. Activities are coded into three levels of difficulty. When possible, variations are suggested to meet individual needs of children and parents. Skills developed in the gross motor area include posture, coordination of arms and legs, and balance. In the fine motor area, skills include eye-hand coordination, both arms working together, and hand and finger use. Language skills include vocabulary, the use of action and placement words, listening skills, and auditory discrimination. Covered in the cognitive skill area are visual memory, concepts of "same" and "different," classification of pictures, counting, sequencing, and recognizing related objects. Each developmental section concludes with specific suggestions from parents. An evaluation form completes the handbook. (DB)

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LEARNING AT HOME

A PRESCHOOL ACTIVITY HANDBOOK

by Wendy Drobnyk
Jana Leichtman Druxman
Pam Higgins

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SEEM COLLABORATIVE
October, 1979

TABLE OF CONTENTS

	Page
Introduction	1
How to Use the Activities in This Handbook: Some Behavioral Management Guidelines	2
Gross Motor	7
Fine Motor	12
Language	20
Cognitive	27
Suggestions From Parents	35
Handbook Evaluation Form	37
References	38

INTRODUCTION

This handbook has been written for parents of the SEEM preschool children. Our intention is to help families find ways to stimulate the development of their children by capitalizing on activities that occur naturally (or that can be easily arranged) in the home setting.

For organizational purposes, the handbook has been categorized into four developmental sections: gross motor, fine motor, language, and cognitive. The learning of a skill does not occur in isolation, but rather involves all aspects of a child's development. Therefore, while a primary objective of a task might be to "stimulate use of both hands together" in the kitchen section, this child may also be learning to focus his or her work; to take turns with a sibling; to count how many times he or she stirs with a spoon; to listen to directions; and on and on.

Most activities have been geared for children from the 1½ to 5 year developmental age range. In some cases, symbols are used to identify activities best suited for early (○), middle (□), and later (△) skill development. Where possible, variations have been included to encourage substitution or adaptation of activities to meet the specific needs, interests, and personality styles of both the children and their parents. It is our hope that each parent will in turn find many more ways to incorporate enriching experiences into his or her own unique home situation.

This has been the cooperative effort of many individuals including teachers, therapists, parents and SEEM personnel. Suggestions from parents of past and present SEEM preschoolers have been included in each of the sections. We are hoping that more ideas will be generated as a result of this publication and that it can be expanded in a future edition. An evaluation form can be found on the last page of the handbook. We welcome your comments.

This handbook was prepared by Jana Leichtman Druxman and Pam Higgins of the Reading Public Schools and Wendy Drobnyk of SEEM Collaborative. The illustrations for this handbook were created by James E. Taylor. Cover design by Ernest Kuo, age 5. Special thanks are due to Jean Mills and Joan Lupo of SEEM Collaborative for typing and preparing the booklet and to Robert Lyons, Executive Director, for assistance in this collaborative enterprise.

HOW TO USE THE ACTIVITIES IN THIS HANDBOOK

Some Behavior Management Guidelines

Please Read Carefully Before Trying The Activities!

I. DEVELOPING THE PRESCHOOL CHILD'S ENJOYMENT FOR LEARNING

Success, encouragement and praise are essential in making the learning activities interesting and fun rather than tedious work. The child should be praised not only for correct responses but also for paying attention, listening, following directions, finishing and trying.

When more than one child is participating not only the skill is important, but also sharing, waiting for turns and helping (cooperation) can be emphasized.

Children who are helped to feel successful develop positive feelings about themselves and their own capabilities. They become more self-confident and willing to attempt greater tasks.

II. ANY ACTIVITY WHICH IS IMMEDIATELY FOLLOWED BY A POSITIVE (REWARDING) EXPERIENCE IS MORE LIKELY TO HAPPEN AGAIN IN THE FUTURE.

Try to make learning times rewarding in themselves. Children often benefit just from the concentrated attention given to them. Whether they learn a specific skill or not, they do learn that they are special and worthy of attention.

Use learning games as rewards. For example, tell the child you have a new game to try after all the toys are put away or after the dishes are washed. This is better than insisting that the child play a game when everyone is ready to play outdoors.

When the game is finished, praise the child for attention and learning. A hug, a story, a piece of favorite food (fruit, nuts, etc.), a sticker, a walk outside or letting the child choose the next activity are rewards which may be given after a game session.
This type of reward should be given spontaneously rather than having the child work for it. This way, if she is not successful, there will be less frustration. Also, fewer "power struggles" will occur.

Remember, each child has different ideas about what is rewarding.

For instance - a child who has just finished dessert may not be enthusiastic about crackers given to her after a skill session.

It is important to give spoken praise and physical affection even if food or other tangible "reinforcer" is given. The child should learn that approval and learning for its own sake are as important as "things" or food they may receive.

III. HELPFUL BEHAVIOR MANAGEMENT TECHNIQUES

Each child has an individual personality and will respond differently to these methods. Therefore, the person working with the child must be aware of the child's reactions and be flexible in changing the activity to suit the child.

If an activity is too hard, make it easier by either demonstrating, explaining the directions again, or giving assistance. Verbally explain the process as the child does it or actually do it physically with the child. The learning games can also be kept simple by including only two or three choices for responses.

If a child is unable to perform the necessary steps to any learning game after three or four tries, wait for a few days before attempting the activity again. Often it will be clearer the second or third time.

A physical boundary may be helpful to increase the child's ability to wait between turns. A boundary could be a tape line or rope on the floor, a towel or carpet sample mat, a chair or even sitting inside a laundry basket. You may give this place an imaginative name such as "your house", "your spaceship", etc., or just "your spot".

Having the child's attention is extremely important! Simply saying "Look, Georgie" may be sufficient for some children. Another way to focus attention is to say "Get your eyes ready to watch. Get your ears ready to listen". At the same time pretend to "screw on" your eyes and ears.

IV. HOW TO INTEREST YOUR CHILD IN AN ACTIVITY

Tell the child the game will be a surprise for someone special to see (grandmother, father, etc.). Surprises, secrets and "magic" are all ideas to use to maintain interest.

Use a normal tone of voice. Occasionally whisper or use a "funny" voice. Pretend to be an imaginary or familiar character.

Involve as many senses as possible. Children can maintain their attention longer when they are actively involved, doing something, rather than just sitting, looking and pointing. For example, let the child open the box containing game materials. Tell the child that there is a surprise inside.

Use brightly colored materials (e.g., coffee cans covered with contact paper).

Let the child decorate the game container, scrapbook, etc.

Although some of the games can be played with ordinary household objects, others can be designated as "Jesse's special game" and be put in a special place.

When beginning a new activity, first let your child look over and manipulate the materials to make discoveries. Then direct the activity to the goal you are interested in.

Using a puppet or mask may let the child imagine he is playing with another person. Parent or child or both may use these during a session. A sock with eyes drawn on is an easy puppet to make.

Giving the activities names according to the ideas or materials used may be helpful. Children may make up their own names. Some suggestions are given in the booklet.

Use objects as props to stimulate the child's interest and imagination. Try not to let the prop be too distracting, e.g., for a child who is interested in firemen, tell him to be a fireman and ride his truck over to the area you want to work in. He might like to ring the "fire bell" (any bell) after performing each part of a game.

Ask the child to perform a task in different ways. This may help if attention is wandering (e.g., fast slow, backwards, eyes closed, whispering).

Let the child choose which object to use next. This lets her have some control. You may want to alternate turns.

V. INCREASING YOUR CHILD'S INDEPENDENCE

In teaching each game follow a progression until the child can do the activity herself. First demonstrate the activity yourself. Then give as much assistance as the child needs. Physical assistance could be walking with your child or putting her hand on the named object or just pointing to the correct response. Verbal (spoken) cues could repeat essential directions, saying "Look again" or "Try another way". This is an especially good way to deal with a child's mistakes so she will learn from them instead of feeling humiliated or stupid. Gradually decrease physical

assistance. Verbal cues may be used at the same time and then alone. Reduce these cues until the child is acting independently after the directions are given.

Be prepared for progress to be gradual and erratic. In other words, your child may seem capable of doing an activity one day and need help the next time. It is reasonable to think he may forget, is confused, or just wants to know you will help him. Be reassuring at these times. Rather than saying "I know you know how to do that", say "Let's try this together a few times and see if that helps you remember".

VI. LIMIT THE TIME SPENT ON AN ACTIVITY

Watch your child for signs of fatigue, frustration, or loss of attention. At these times be prepared to help her finish the activity. You might ask whether she wants to "try one more time". Either change to a different activity or stop altogether.

Remember, to start with, that five or ten minutes will be the maximum amount of time your child will be capable of attending to a structured activity. At most, 10-15 minutes should be your highest expectation. Increase the amount of time gradually.

Also remember that almost of the activities can be done at naturally occurring times of the day. Pointing out an object by name or letting the child do an activity once or twice are ways to increase learning. It is not necessary to be seated at a table or to drill an activity eight or ten times.

VII. ENJOY THE LEARNING EXPERIENCE YOURSELF

Respect yourself as well as your child. Only do the activities when you feel positive about doing them. Give yourself enough time to be relaxed. Share the humorous incidents that happen along the way, and appreciate the growth your child is making with your help.

Tell other family members and especially the child's classroom teacher about what you and your child have accomplished at home.

* *

Finally, with all this in mind, now look through and try some of the activities!

SUGGESTIONS FROM PARENTS

Behavior

1. To encourage your child to complete a particular task, create an "enticing situation" for him. For example, tell him that he can go outside to play as soon as he puts his shoes on or that he can go to the store with you as soon as he finishes all of his meal. (Sandy Liazzo)

2. Be sure that your child knows you are very serious when you want something done. (Ruth Gronemeyer)

3. Show your child how to "use, not abuse" her toys and books and to have "respect" for things belonging to others. (Veronica Andrews)

4. If your child is being very difficult, try to divert his attention to something else, to tune him in on another activity. You can set "time out" periods (3-5 minutes) using a timer. If your child has misbehaved, you can have him sit in a chair until the timer rings. (Karen Vars)

5. When your child refuses to eat something, it often helps to say "Here's one bite for Daddy. Here's one bite for Mommy." Continue with the names of brothers, sisters, other relatives, and friends. (Mrs. F. McConnell)

6. Your child may enjoy pretending to be "Mommy" or "Daddy" while you pretend to be the child. (Linda Wing)

7. Try to tell your child what will be expected of her a few minutes before she will be required to do it (e.g., going to bed or putting away toys). (Linda Wing)

8. Praise your child for positive behavior. Let him know what behavior is expected of him and the reward he will get for good behavior. (Katherine Smith)

9. When shopping with your child, have him/her carry packages or return items to proper shelves. (Kathy Wilson)

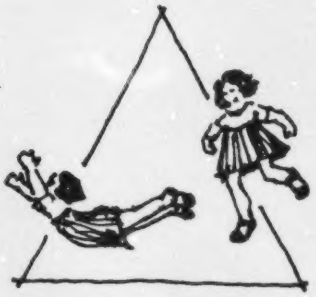
10. Be consistent: When you say <u>yes</u>, mean it; and when you say <u>no</u>, also mean it. Learn to put up with a little fussing instead of giving in. Make clear and fair rules. (Paul & Jeanne Kelley)

GROSS MOTOR

1. Posture

First: She learns to sit, kneel and then stand without needing her arms for support.

Now: She walks, and even runs. Her "posture" is always shifting. She is curved forward; her bottom sticks out; her legs may be a bit far apart, and when she runs, she's at a forward pitch.



Later: She will hold many postures. Her back muscles become strong and develop endurance.

Activities

○ 1. Balloons, "Popcorn", "Snowflakes"

Position: Sitting, kneeling or standing (wherever comfortable) you both can try to keep a balloon in the air by blowing at it. As her posture becomes more stable have her use one and then both arms to swipe at it.

Variations: Body Parts: Have her try to touch it with her nose, hair, elbow, etc. Use bubbles or scarves instead of balloons.

□ △ 2. "Frozen Statues"

Position: Crawling, walking or running, both of you stop short and "freeze" your position at the sound of a whistle, when some music stops, when a flashlight blinks, etc.

Variations: Same general approach, but when you "freeze" grab a body part (i.e. arm, leg, etc.). Imitate zoo animals at a very slow ("holding") pace: elephants, snake, giraffe, etc.

Change Direction: Call out the name of an

object in the room, i.e., sink,fireplace, TV, door, radio, etc., and turn your bodies toward the object. On a higher level: use "left" and "right", "backwards", "forwards", "under", "over", etc.

□△ 3. "Wrestling Match"

Position: On all fours, kneeling or kneel-standing try to push each other down or out of position.

Variations: Hold her in your lap tightly and have her try to get loose.

□△ 4. "Tug-O-War"

Position: Kneeling, kneel-standing or standing, each hold the end of a rope or net, etc., try to pull each other out of your spaces (i.e., hoola hoop, laundry basket, pillow, etc.).

□△ 5. Scooterboard (There are a few available at the SEEM office which you may sign out.)

Position: Have her lie on tummy and use her hands to move around. Try to have her keep her legs out straight and up off the floor.

Variations: She can sit on board and pull along a rope (hand over hand) that is tied to the wall or held (by you).

Follow a path (i.e., of masking tape), maneuver around obstacles (i.e., under a chair, around table, etc.). Pick up a trail of cards, crayons, blocks, etc.

Additional Activities:

She can help push furniture into place.
She can help push and pull the vacuum
Encourage her to push/pull her own dresser drawer, open doors, (especially in stores where they may be heavier).
She can help you scrub the bathtub or the floor.
Have her help push your younger children in the stroller or carriage.

2. Coordination of Arms and Legs

First: He learns to crawl "reciprocally", i.e., one arm moves forward with the opposite leg and then the other arm and leg move forward.

Now: He swings his arms in much the same way as he did when crawling, as he walks or runs.

Later: He will learn to coordinate movements of his arms with movements of his legs that may vary in speed and rhythm - like swimming.

Activities

○□1. "Laundry Line"

Position: On his knees or standing, he can pull the laundry line in, using one hand and then the other.

Variations: Pull out the garden hose.
Lying on a raft, scooterboard, or towel on tile floor, he can pull himself along a rope, hand over hand.

□ 2. "Rainbow Walk" or "Run"

Tie brightly colored scarves on his wrists and have him make each scarf come forward, one at a time, and "fly" through the air as he walks. You can put color tabs on his shoes and try to have him move the "green" arm and (opposite side) "green" leg at the same time.

□ 3. "Obstacle March"

Set up a series of chairs in 2 rows with an aisle between. Stagger them so that the chairs on the left side are back a little from the chairs on the

right side. March to some music or drum, placing one hand at a time on each of the tops of the chair backs.

□ △4. "Mountain Climber"

Position: Using a ladder he can climb up and down by alternating his feet. You can lay it flat on the grass if he is fearful of height.

△5. Tetherball

Set up a pole with a ball suspended from the top - a supporting post in a basement, a laundry line post, or a thin tree can also be used. If nothing is available, try suspending a ball on a rope from a hook in the ceiling of the basement, or from the cross bar of a swing set.

Position: He should stand opposite you with the ball in the middle. Each person tries to keep the ball moving by hitting it with one or both hands while he changes foot position to meet the ball as it comes from either side.

Other useful toys:

△ Hot wheels
Standing scooter
Tricycle
Swim with paddle board or inner tube or small raft

3. Balance

First: She learns to protect herself.

Now: She learns to stay on her feet without holding to or grabbing something by using her posture.

Later: She will stay up even as the ground moves from under her.

Activities

○ 1. Slide

Position: She should lie on tummy, head first, arms outstretched. Have her "catch the ground" with her hands.

Variations: For winter, she can slide on a tray down a snowy hillside. For indoors, she can lie over a big round ball, a barrel, a big roll made of sleeping bags or cushions, or an inflatable pool toy and then rock on to her hands (the same as for slide).

○ □ △ 2. Horseback Ride

Position: She should be sitting on your back - you are on your hands and knees. As you move you can shift your weight so she has to keep balancing herself.

Variations:
- ○ If she is very wobbly or scared, keep low - on your elbows rather than hands, for instance.
- ○ Move only when she is able to keep herself on your back.
- ○ If she "hugs" your back, slowly encourage her to sit "tall".
- □ Eventually, have her go one-handed, then "no hands".
- △ Give her a rough ride "Rodeo".

□ 3. Tiptoes

Position: Encourage her to reach up onto her toes. Put her stuffed animal toys, or lightweight containers just beyond her reach. Have her help you wash some windows or dust a tall table top.

△ 4. Jumping

Position: Stand on an old cushion or mattress on the floor. Hold her hands (as necessary) as she jumps.

Variations: Jump with both feet, holding just one hand, then no hands.
Jump into a hoola hoop that is lying on floor.
Jump on one foot, holding hands at first, then one hand, then none.
At the ocean: jump over little waves.
In the snow or leaves: jump into small piles.

Other Useful Equipment:

△ Scooters □ □△ □
△ Tricycles, swings, ball toss, tetherball

FINE MOTOR

1. Eye-Hand Coordination

Now: He can copy what he sees by planning his own movements.

First: He learns to imitate what you are doing.

Later: He will be able to recreate movements and designs from memory.

Activities

○ □ △ 1. "Copy Cat"

○ Have him try to copy everything you do for a few minutes as you work or play: make a cookie a certain way, wash yourself, clap your hands, dance to some music, or do a puppet act.

□ Have him close his eyes as you make something; then have him copy it.

△ Hide what you have made, have him make one just like it.

Variations: Use small blocks, beads on string, paint, crayons, leggos, pop-it beads, wet sand, clay, or playdoh. Vary the arrangement by shape, color, size, textur s, (e.g., try drawing on paper that is placed over a piece of screen for added texture).

○ 2. "Flashlight Tag"

In a dark room, each of you hold a flashlight so a circle of light is flashed on the wall. Have him try to chase your light or copy a shape you have made.

○ □ 3. "Animal Farm"

Make a gesture or body position, characteristic of a specific animal - e.g., elephant walk, bird

flapping wings, bunny hop. Have him try to imitate what you are doing or copy it after you have done it.

4. "Hide A Treasure"

Put something small and special in the palm of your hand (e.g., a snack treat, coin, key, ring, etc.) Quickly, move it back and forth between your hands. Encourage him to keep his eyes on it so he can reach it and take it away. Then have him be the one to try to keep it hidden. This activity (and the next) will help to develop timing between his eye movements and his hands and arms.

5. "Hot Ping-Pong Potato"

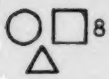
Two or more people sit around a table. Keep a ping-pong ball rolling on the table by swatting at it with your hands as it gets near you to keep the "hot potato" off your lap. (Again, encourage him to keep his eyes on the moving ball).

6. "Wall Pictures"

Set up a slide projector or lighten a wall in a dark room. Make your hands cast a shadow on the wall by positioning them in front of the light. You can make numbers by using one or more fingers or - on an imaginative level - try to make some pictures (e.g., bunny ears with two fingers, circle by cupping your hands). Also, try some actions (e.g., wave hello, make a stop sign with a flat hand). Have him try to imitate or copy yours. Guess what each others are.

7. "Scientist"

In the kitchen, give him a spoon or scoop and have him try to fill a clear plastic measuring cup to a line (e.g., masking tape) with beans, rice, cereal, etc.


8. "Figure Skater"

Make simple shapes or designs with fingers over a thin layer of flour on bread board or sand in a sandbox.

2. Both Arms Work Together

First: She learns to use her arms together on activities where she is doing the same motion with her left and right side.

Now: She is holding with one side as her other side works.

Later: She will learn to use her hands together for activities where each side uses different movements.

Activities

○ 1. "Baker"

Give her a rolling pin to roll out cookie dough, playdoh, or wet sand in sandbox.

Variation: She can use an old rolling pin to roll out finger paints. Sanding wood with both hands on a sanding block involves similar motions.

○ 2. "Laundry Time"

Each of you can take opposite sides of articles of laundry (i.e., towel pillow cases) and shake and fold together.

Variations: Shake out throw rugs, squeeze out wet clothes, sponge with both hands.

○ 3. "It's Mine"

Have her hold a pillow (large ball, blanket, etc.) in her arms as you try to pull it away (switch roles).

☐ 4. "Julia Child"

(Examples: jello, cake mixes, cookies)
Encourage as much independence as possible in the

following (one hand holds as other works):

opening the box; pouring ingredients into or out of measuring cups (one hand should hold the bowl or cup); stirring; mix with eggbeater; pushing cookie batter off spoon; use cookie cutter with one hand while holding cookie pan with other.

Other kitchen activities:

Screw on jars
Spread jam or peanut butter on bread/toast
Peel her own banana
Help wash dishes
Frost cupcakes or cookies
Scoop out ice cream

☐ 5. "Wind-up" She can help you wind up balls of yarn.

Variations: Use spools of thread or yo-yo.
Play doctor - wrap up with bandages.
Tie each other up with scarves. Help her use a pencil sharpener.

☐ 6. "Farmer" She can help you plant seeds or small plants. Have her use a scoop or spoon to dig small holes. She should try to hold a small plant as she packs the dirt around it. Also, she can hold small pots as she waters or sprays the plants.

☐ △ 7. "Shoe Shine"
She can shine her (or your) shoes by holding the shoe with one hand as she rubs her shoe with a cloth with her other hand.

Variations: ☐ Furniture, windows

△ Car wash. Have her spray the car or windows with hose, spray bottle, or water pistol as she cleans with her other hand.

Other: ○ ☐ △ Xylophone, drums

△ Double control skill games (i.e., table hockey)

☐ Boxing gloves

☐ △ Store her toys or tools (crayons, etc.) in boxes with elastic or string ties, tupperware containers with plastic lids, bags with zipper closure or "twist ties" (or pipe cleaner), in jars with screw top lids.

☐ △ Paper punch

☐ △ Nut cracker

☐ △ Scissors

☐ △ Spaghetti tongs

Encourage her to do as much of her own dressing and self-care as she can. These activities will give her lots of practice in two-hand skill development.

8. Dressing ○ Pants, socks, shoes: She should try to pull them on with both hands.

Here are some suggestions for ways you can begin to teach her to manage her own fasteners:

□ Zipper: She should hold the cloth taut as she pulls the zipper tab. (Try putting a paper clip or a key ring in the tab to help her see and grasp it).

□ △ Buttons: □ Use large buttons with "stretchable" button holes (i.e. sweater). Begin with the sweater on someone else or in front of him on his lap. It is best to start with unbuttoning as this is easier. One hand is holding the hole open as the other moves the button through.

△ Then try smaller buttons on non-stretch fabrics. Both hands will gradually learn to work together using different motions.

Variations: Use brightly colored or decorative buttons. Make cloth storage containers for toys with button closures.

△ Tying: Use a big rope or scarf around entire foot or chair back, etc. Make a simple cross-over knot. Encourage untying first, using both hands. Make up names for each stage of tying: e.g., "make a tunnel" (tepee) etc., "go through the tunnel";"make 2 bunny ears"; "cross the bunny ears and make another tunnel"; "go through the tunnel once more and there you have a bow"!!!!

9. Hygiene ○ □ Wash hair

○ □ △ Wash self or another with cloth and soap

□ △ Set hair with curlers or rollers (doll, yours)

□ △ Toothpaste: Squeeze tube while holding brush

△ Braid hair, make pony tails

FINE MOTOR

3. Hand and Finger Use

First: He learns to pick up and place small things with all of his fingers.

Now: He can pick up tiny things with the tips of his fingers. His thumb opposes the tips of one or two of his fingers; that is, it circles around to meet them. He can even point or push a button with just one finger.

Later: He will be able to move each of his fingers selectively; that is, each will be able to move by itself and in coordination with the other fingers.

Activities

○ 1. "Put Away" Have him help you pick up items that need to be put into containers. Examples, hair rollers, crayons, fruit-after rinsing (cherries, strawberries, plums) walnuts (from bag into container).

○ □ 2. "String" or "Stack"

Have him help stack spools of thread (i.e., on a blunt-end, circular knitting needle). He can put marshmallows onto a stick. He can help push his own hotdog on a stick to be grilled.

○ □ 3. "Garden" Have him grab and pull out clumps of weeds. He can help find and remove stones.

○ □ 4. "Golf" After you practice your putting, he can search for and pick up the scattered balls.

□ 5. "Snack Time"

Finger foods such as: raisins, popcorn, small marshmallows, nuts, berries, cheese cubes, "fish" or "oyster" crackers, cherry tomatoes, cereal, etc., can be great incentives for finger activity. Try to buy

them in small packages, or - to economize - package them yourself in baby food jars, bandaid boxes, spice jars, etc. The parmesan cheese jar with its 3-hole lid can be used to store currants. Have him pick up a few and place one at a time through the holes on the lid.

6. "Egg Carton Bank"

Turn an egg carton over and cut out slots slanted in different directions. The length and width of each should correspond to various coin sizes; make the openings slightly smaller than the coin so that he will have to position the coin and <u>push</u> it in with a single finger.

Variations: Use buttons, bobby pins, beads from a broken necklace, corks, bottle caps, nuts and bolts, etc.

7. Doll's "Laundry Line"

His doll's laundry line can be hung using <u>hairclips</u> or big paper clips.

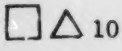
8. Bubbles Blow lots of bubbles into the air and then "pop" them with one finger.

Variations: Pop bubbles in bubble bath.

9. "Toy Telephone"

Dial or push button with one finger.

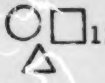
Variations: Encourage button pushing with toy cash register, typewriter, etc.


10. Finger Puppets"

Make simple puppets for each finger or use a puppet that allows fingers and thumb to move separately.

Variations: "Paint" one or more fingers with magic marker so that each finger becomes a different puppet character.

11. "Explorer" Hide some familiar objects (e.g., key, button, cotton ball, toothbrush, etc.) in a bag. Ask him to find the "key", or the "soft one", etc. He will be learning to manipulate <u>and</u> explore the way things "feel" with his fingers.


12. "Pretend Animals"

Encourage him to create an animal through finger gestures, i.e., spider walk, leaping frog, butterfly, worm, etc.

☐ 13. "Finger Prints"

He can press his finger into a thin layer of finger paint, powder, old makeup, etc., and then press onto a blank sheet of paper to make pictures or prints of his hands.

Variations: Poke finger prints into clay, cookie dough, etc.

Additional Activities

Using music is a very good way to help children begin to coordinate the timing of their movements. If you don't have a record player, try making a drum of an old pot or cookie tin; sing some simple tunes or use a radio.

Glue or staple closed old greeting cards. Punch holes with paper punch or use pen point around the design. Knot a piece of yarn and tie to the card. Make a "needle" by wrapping the other end of the yarn with masking tape. The child then will have a ready supply of "lacing cards".

SUGGESTIONS FROM PARENTS

Fine Motor

1. To make a batch of play dough, you simply mix together: 1 cup flour, 1 cup water and 1/2 cup salt. As your child plays with this she will exercise her fingers and hands by pounding, rolling, punching, poking, etc. (Terese McCauley)

2. If you bake your own bread, you can give your child a small amount of dough to knead and form into his own biscuit. Raising and baking bread interests the child and eating his own bun, no matter what the shape is fun. (Terese McCauley)

LANGUAGE ACTIVITIES

The activities in this section cover basic components of communication including vocabulary (word knowledge), building length of phrases, listening, and memory skills.

First the child listens

Now he repeats what he has heard.

Later words are used to communicate feelings and needs. Language is for singing, discussing, playing games, following directions, reading and writing.

Vocabulary

Children generally increase their vocabularies with little direct effort. As they hear words used over and over they learn their meanings. Children who have difficulty or seem limited in the number of words they use and understand may need extra attention to increase their vocabulary. Usually children will understand a new word (receptive language) before using it in their own speech (expressive language). Build understanding of a new word before asking a child to say it. Children tend to learn object names before they learn pictures.

Name Games

Opportunities to use vocabulary activities and word games occur almost any time of day. Choose only a few words to work on at a time.

1. For objects and place names:

While walking, riding in the car, working around the house - point to or touch things such as car, house, coat, school flower. Name them at the same time. Be sure you have the child's attention by calling his name or putting his own hand on the object. Show the child several

types of the same item to help him generalize the concept.

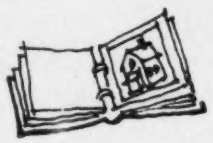
Involve as many senses as possible and include some type of movement if you can. For instance, pushing a door is more meaningful than just seeing or pointing to it.

☐ 2. Detective:

Using items the child knows, point to one and name it incorrectly (e.g., to teach spoon point to cup and say "spoon" or "Is this a spoon?"). Help your child to say no or shake his head if necessary. Often adult mistakes are funny to children and help them pay attention to the game. Show the correct article and say "Here it is! Spoon!". Your child may be able to imitate this or do it on his own. You may want to call the game "detective" or "police" and tell your child you need him to help you find something you have lost. Adding a badge (homemade) or hat may encourage the child's enthusiasm for the game.

Scrapbook Activities

Cut several pictures from old magazines. Glue each one to a separate piece of paper. Put a blank page in between so that only one picture will be seen at a time. Fasten pages together with staples, string, old shower curtain hooks or in a looseleaf notebook. Include both familiar and unfamiliar pictures.



○ 3. "Read" through the book pointing to each picture and saying its name. Add a few words of description to the pictures your child knows. For instance - "House. This house is red. It has windows." Let your child do the "reading" if he is capable.

○ 4. To work on new names, show the picture and name it. If the real item is available ask the child to show it to you. (This is also a matching skill).

○ ☐ 5. Ask the child to "find a dog" (or any other picture). Then let him look through until he finds the dog picture.

☐ 6. Try "Detective" with the scrapbook naming familiar pictures with the new article's name. Praise your child for catching your error and for showing you the correct picture.

Body Parts and Clothing

After body parts are learned, clothing names may be tried with similar activities.

○ 7. Touch the child's body naming the parts a few at a time. Encourage the child to repeat the names. Place his finger or hand on the part you touch as you name it. To teach an unfamiliar part, alternate touching and naming it with naming familiar parts (e.g., to teach wrist, say and touch wrist, foot, wrist, head, wrist, nose, ear, wrist.)

○ 8. Say the name and have the child touch the part himself without you touching. Give praise for correct response. If incorrect part is touched say the word again, touch the correct part and say "your turn, (wrist)". If still incorrect, place the child's hand or finger on the correct part.

○ 9. Ask the child to touch a part on you, sister, brother or doll.

□ 10. Ask the child to point to the part in a picture.

□ 11. Ask the child to move a part or make it dance. Hum a familiar tune for a few seconds while the part is moving. You may have to demonstrate this first (e.g., hum "Yankee Doodle", "London Bridge", "Row Your Boat", while the child does an "elbow dance").

○ 12. Tell the child to close his eyes while you touch a part. Ask him to name it, or put his hand on one of your body parts while his eyes are closed. Ask him what he feels.

□ △ 13. To develop memory and following directions - name two body parts on yourself and touch them, for instance, nose and ears. Ask the child to imitate you. At first you may need to physically help him to do this. Later call out two names, but without giving a demonstration. After he can do this well try three in a row.

□ 14. Put small (one to two inch) pieces of masking tape on yourself and ask the child to pull off the tape from your toe, chin, etc. Demonstrate this first. Ask the child if he would like to try it on himself. Have the child name which part he wants tape on. Attempt to make mistakes and see if he will stop you or laugh. Praise him for catching mistakes. You may also reverse roles and let the child put tape on you where you say. (This activity also encourages development of finger strength by pulling off the tape. Spring clothespins can be put on clothing in a similar way to teach clothing names. Taking off clothespins from various places will develop coordinated movements important for independent dressing and undressing.)

Body part names can be taught in natural situations, especially bath time and dressing. In the tub use bubbles, soap (soap crayons), plastic fish, boats, people and animals, or a washcloth puppet. Puppets can be helpful in places other than the bathtub. Often children who are shy (or tired of an activity) will become excited about playing with a "puppet person".

Action and Placement Words/verbs and prepositions

○1. "Self-Talk": While playing with the child or doing regular household activities, talk out loud describing your own actions in simple terms (e.g., "I want some milk. I'll open the refrigerator. Here's the milk. I'm pouring the milk into a glass. I drank all the milk".)

It takes some practice to feel comfortable with this method. Using it for even five to ten minutes a day can be helpful. You may want to emphasize a single concept word such as push, shake, smell, etc.

○2. "Parallel-Talk": This is the same idea as self-talk except that you describe the child's activities as he does them (e.g., "You have crayons and some paper. Open the box. Color the paper. Go round and round. Go up and down".)

○□3. "Expanding": This is also similar, except now when your child says one or two words expand his phrase to three or four words (e.g., Child says "Car go". You say "Yes, car goes fast", or "Car goes up".) It is not necessary for the child to repeat your sentence, but rather just to hear it.

○□4. "Acting": Tell the child what you are doing and ask him to imitate you. For instance, "I'm washing my hands" (brushing teeth, stamping my foot, etc.). First do this while actually engaged in the activity. Then pretend, and ask the child to guess what you are doing. Switch roles so he has a turn to "act".

□5. Scrapbook Activities

A scrapbook of action pictures can be made. (See directions for scrapbook.) Have the child find the picture to match your action or pantomime. Then you select one for him to do. Ask what he is doing. Tell him what the action is if he doesn't know.

□6. Singing and music are especially helpful in teaching skills to young children. The rhythmic beat and melody lines help connect ideas and help them "stick" in children's minds. You will probably have to sing a song many times before your child tries to join you. Make up words to common songs (e.g., use the tune of "Farmer in the Dell".

Sing - I'm sitting on a chair,
I'm sitting on a chair,
Hi-ho the derry-o!
I'm sitting on a chair.

Change to walking up the stairs, going to the store, etc.

Another easy song uses the tune of "This is the Way".

This is the way I brush my hair,
brush my hair,
brush my hair,
This is the way I brush my hair,
So early in the morning.

Change to drink milk, wash face, etc., and the appropriate time of day.

☐△7. Use furniture and toys to teach placement prepositions. After your child learns two or three different prepositions, then begin introducing others. Demonstrate new placement words before asking the child to do it himself.

Children usually learn these words in order of difficulty approximately this way:

a) in, on, under, inside
b) over, in back (behind), in front, out (outside)
c) through, next to, (beside) around, near
d) above, below, between

☐△8. "Jungle Walk" or "Space Walk"

This obstacle course activity may include sisters, brothers or other friends.

Set up a few obstacles such as chairs, a broom, a table, a pillow and others. Tell each child, in turn, to listen and follow directions to find a lion or spaceman, etc. For instance, Walk around the table. Go under the chair. Jump over the broom. Sit on the pillow. If no playmates are available the child can help his favorite stuffed animal or doll to follow the directions. This allows directions such as sitting on the bookshelf or crawling behind the couch.

Once in a while, tell the child you are going to try to fool him. Then give the directions. If he does the correct action tell him how well he did. You might say "That was great. You really know what under means." If he is incorrect, say "Whoops, I fooled you. Let's try again." Repeat the same directions and give him whatever kind of cues or assistance he needs to do the correct action.

☐9. "Move It" Game

Outside, suggest different ways of moving from one spot to another. Demonstrate, holding the child's hand, if necessary. An older child could be a good teacher for this type of activity. Examples - Jump to the tree. Slide to the house. Run to the sidewalk. "Swim" to the stop sign, etc. (This will also increase motor planning abilities.

Listening Skills

Listening is important for safety as well as clearly understanding meaning and following directions.

○1. Reading to your child as well as singing and playing records, tapes or the radio can teach children enjoyment of listening to language. Listen along with your child to help her focus on interesting or important ideas. Become familiar with your child's favorites. Then, when she listens alone, you can later ask about the story or sing parts of the record with her.

□2. "Who Is It"? Tape record voices of family members. Have the child guess whose voice it is. Record the child "reading" a picture book or singing. Play it back for him. Tell her you like how she is listening (or talking). Play it for another important friend or family member.

□3. "Telephone" Use a toy telephone or imitate telephones. Tell the child to find something such as a book, hat, spoon, etc., or give him a message to tell someone (e.g., "Tell Daddy it's supper time". "Tell your brother to come downstairs".) Even if the exact message is not clear, the child is developing her ability to remember what she hears (auditory memory) and is also gaining self-respect as a responsible family member.

□△4. Increase the child's memory skills when she has mastered finding one object by asking her to bring two things or perform two actions.

Examples: "Please bring me a comb and a tissue".
"Wash your knees and your elbows".
"Bring me your dish and push in your chair".

This activity can be done some of the time using the idea of walkie-talkies, CB radio or the telephone. This encourages the child to develop her imagination. It may be more interesting to her if you say "Let's play telephone" (emergency, police, etc.) than if you just give her a direct request.

Auditory Discrimination

This skill involves identifying sounds and distinguishing sounds in words.

○5. "I Hear It" Point out everyday sounds that the child hears so she becomes more aware of them. Sometimes, tell the child to close her eyes and say "Do you hear the water running?" (someone walking upstairs, a bird singing, etc.)

□6. Ask the child to guess or tell you what she is hearing. Say "I hear something. Is it a fire engine? Is it someone hammering?" The child can tell you which is right or can tell you a different answer if she understands you are trying to fool her. In this game, the child must remember the sounds you name to compare with what she hears.

△7. Leave out sounds from words. Demonstrate to the child this way first. Say "Is this a _ock? No, it's a sock. Is this _ants? No, pants." Then let the child try to say the word correctly before you give the answer.

△8. "What's Wrong" This game is similar to the previous one. Substitute sounds in words (e.g., "Are these capers?, No, papers. Is this a mup? No, it's a cup."

SUGGESTIONS FROM PARENTS

Language

1. Make up songs containing words that your child is having difficulty pronouncing. (Sandy Liazzo)

2. Many routine activities provide a setting for vocabulary stimulation (e.g., going through a carwash). (Sandy Liazzo)

3. Household utensils and furnishings can be used to teach and reinforce language concepts. "Light switches and water taps convey on and off, table helps convey on and under and around, chairs help with front and behind, plates for large and small, glasses also for size and for full and empty." (Joan Caduto)

4. Play many number games such as "Ten Little Indians" on fingers. Also, sing action songs with your child such as "Row, Row, Row Your Boat", "Eeensy, Teensy Spider", etc. (Karen Vars)

5. Tape record a sentence, then have your child listen to it and repeat it on the tape. Let him listen to your sentence and then to what he said. (Katherine Smith)

6. Cut out pictures of family members, special friends, characters from Sesame Street and anyone else who is special to your child. Put them up on a bulletin board or mirror in your child's room. Have her say "good morning" and "good night" to each one, e.g., "Good morning, Cookie Monster". (Paul & Jeanne Kelley)

COGNITIVE SKILLS

These are the skills which are needed for thinking, remembering, and reasoning. Relationships between two or more items are investigated. Then comparisons are made between characteristics such as function, color, number, size, shape, texture and weight. A store of knowledge is built up, and experiences can be compared to memories.

Visual Memory

First: Remembering what is seen (visual memory) is a skill which develops from the basic idea that when something is hidden or out of sight, that it still exists and can be seen again.

Now: As the skill develops the child remembers where to find her possessions, and what her favorite record or book cover looks like.

Later: This skill prepares children for matching and remembering symbols such as letters and numerals.

○ 1. Where Is It?" Hide a peanut (or other favorite small food) under one of two cups while the child watches. Count to three. See if the child can point to or turn over the correct cup. If so, she may eat the "prize". Increase to three cups. Your child may also enjoy taking your role and hiding the object for you to find.

☐ 2. Use three or four cups for the same game. After placing the food under a cup, slowly move the cups into different positions, then tell the child to find it.

☐ 3. Have the child bring you items such as her coat, shoes, newspaper, tissue. If she doesn't remember the location, show her a few times before you ask for the same item again.

☐ 4. Have your child help you put away groceries and laundry to develop memory for where these things belong.

□ 5. Ask your child to tell you which chair belongs to which family member at the dining table.

□△ 6. Ask your child to duplicate a place setting already on the table. Later have her set places from memory. Help to correct each piece so the child can build a correct memory.

○□△ 7. Homemade or commercial (wooden and cardboard) puzzles can develop visual memory as well as the relationship of parts to a whole.

△ 8. "I Remember": Show the child three to four small items on a tray (e.g., cup, book, scissors, pencil). Let her look for 5-10 seconds while you point and name each one. Cover or hide the tray and ask her to tell you what things she remembers. Later, try this without first naming the articles. It is important that the child know the names of the items used before playing.

△ 9. Also try this with pictures in books. Open the book for five to ten seconds, then close it. Ask the child what she saw.

△ 10. Recognizing the child's own name. Rather than teach individual letters at first, it may be more meaningful to the child to learn to identify her whole name. A child's name has great importance to her. After this is learned, other alphabet skills may be more easily acquired.

Label the child's cup, placemat, bedroom door, coat-hook, towel, toothbrush, etc., with her name in upper case (capital) letters. Tell her that the word is special because it is her own name. Any time one of the labelled items is used, ask her to tell you what the word is or whose name it is. If other family members' possessions are also labelled the preschooler can eventually learn to know the difference and pick out her own name. In this case, start out with each person's name in a different color and eventually change to all the same color.

Same and Different

Matching any two identical objects is the first step in learning the same/different concept. Next would be matching object/picture and then picture/picture. (When you are working on the concepts of same and different be sure to use these words frequently. Different is a more difficult concept to grasp than the concept of same.)

○ 1. "Laundry Search": When you are doing the laundry have your child find all the socks or all the shirts, pants, underwear, etc., from a pile of clothes. He can make separate piles for each on the floor, in boxes or on chairs in the room.

○ 2. Also from a pile of laundry, (beginning with a few items) choose one each and have your child find the sock that matches. Next, ask your child to find two socks that match from the pile.

☐ 3. "One Shoe, Two Shoes": Put several pairs of shoes of various family members in a pile on the floor. Choose one shoe (beginning with one belonging to your child) and ask him to find one that matches it. Then you can ask him to find two other shoes that match each other.

Picture Cards

The next activity, as well as several others, requires pictures of various objects. To make sets of pictures that you will be able to re-use frequently you should get a number of index cards (4" x 6" is a good size), several colorful magazines, some clear contact paper, which is available in such stores as Bradlee's, Zayre's, etc. Cut out a picture, paste or tape it onto a card, then cover the card with the contact paper. The contact paper will protect the picture and make it last much longer.

If you need cards for matching, buy two copies of a particular magazine. Children's magazines of Women's Day and Family Circle are good sources of pictures. With two copies you can have two identical pictures.

☐ 4. "Food Match": Cut pictures of food items, such as eggs, bread, milk, cookies, apple, carrot, etc., and make a set of cards (see above). When you return from grocery shopping (or any time you like) let your child match a particular food to its picture.

☐ △ 5. "Fun With Fabric": Begin saving all sorts of fabric scraps. Cut them into pieces that your child can easily handle, 3" x 5" is a good size. You can have him sort the scraps by color:

1) Make a pile of scraps of two different colors (e.g., blue and red), then ask him to sort them into the two different colors: red in one pile, blue in another.

2) Make a pile of scraps of many different colors. You choose a green piece for example, and then ask him to find all the pieces that match it. Do the activity several times with your child before you let him try it independently.

☐ △ 6. Your child can also sort fabric pieces by texture. Try to get several pieces of velvet, corduroy, open weave fabrics, wool, nylon, etc. Again, begin with a pile of two different textures (e.g., velvet and nylon). Ask him to sort them into two separate piles, one for velvet and one for nylon. You can gradually increase the number of different textures that you ask him to sort. You can also choose one piece of fabric of a particular texture, say corduroy, have him feel it and then find pieces of fabric that feel the same.

☐ △ 7. To have your child sort by size you will need fabric of the same color or design which you can cut into a particular shape (e.g., a square). Cut out several squares that are large, several medium and several small. Ask your child to sort them into piles by size. Use the words big (or large), middle-sized and small (or little).

□△ 8. "Egg Sort": Using an empty egg carton (cardboard is best) and some crayons or watercolor markers you can quickly make an interesting game for your child. Simply color the inside of each egg section one color. Have on hand a pile of various color buttons or blocks or fabric snaps, etc. Let him place one object at a time into the cup that matches its color.

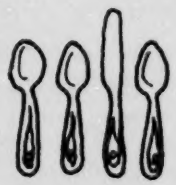
□△ 9. "Coin Cups": Another activity you can easily put together requires 4 paper or plastic cups and a pile of coins. Tape one coin to each cup: a penny, nickel, dime and quarter. From a pile of coins have your child choose a coin and put it into the cup with the matching coin.

Variation: Paste shapes (○□△) cut from paper to the sides of the cups. Give your child a pile of these shapes (can be different colors) to sort into the cups. The shapes may be cut from cardboard.

○□ 10. "Checkers Sort": If you have a checkers game, have your child first sort the checkers into two piles: one for red and one for black. She can then place the checkers on the appropriate squares of the checkerboard.

Variation: The same directions could be applied to a Chinese Checkers game using marbles.

□△ 11. "Silverware Sort": Show the child a group of three or four spoons and one knife. Ask him which one is <u>different</u>. You may need to show him the first few times. Pick up the knife and say "This one is different!" Point to the spoons and say "These are the <u>same</u>." Then ask him to do it for you. The child can then place the different one in a divided silverware tray or drawer.



Variation: Other examples could include: some plates and a cup, some T-shirts and a pair of pants, some blocks and a toy truck, etc.

Variation: You may show him four or five pieces of silverware, only 2 of which are the same (e.g., 1 fork, 1 knife and 2 spoons). Ask him to find the two that are the <u>same</u>. Then pick up the fork and knife and ask "Are these the same? Continue this activity with other objects.

△ 12. "Which One Is Different?": Once your child is able to choose one object as being <u>different</u> you can increase the difficulty of the task. Show her several spoons, one of which is different in some way (size, shape, pattern) and ask him to choose the one that is <u>different</u>. Other examples could include: some white T-shirts and one of a different color, some adult-size shirts and one child-size, some soup bowls and a large mixing bowl, etc.

△13. "Which One is Different?": Show your child three objects that are similar but not identical, such as three books. With these show a very dissimilar object such as a shoe. Ask him which one is different. For the first few times, you do the activity first and then ask your child to do it by himself. Other examples you could use would be some plates and a glass, some toy cars and a shoe, some socks and a shirt, etc.

△14. "Which One is Different?": A step further would be to show him three objects that are somewhat related, such as three foods: an apple, a cracker and a piece of bread. Also show a very dissimilar object, such as a sweater. Ask him which one is different. Again, do this activity yourself first to show him how, and then ask him to do it on his own. Other examples you could use are some toys and a banana, some pieces of clothing and a pencil, etc.

□15. "Grocery Grab": When you come home from grocery shopping, let your child help you put away the food. He can find all the cans and put them on the table or on a shelf or in a cupboard. He can do the same with boxes of food: cake mixes, cereals, etc.

△ Variation: A more difficult activity would be to have him find the fruits and vegetables and put them into bins or drawers in the refrigerator. He could do the same with meat.

□16. "Furniture Find": Using furniture in a room, ask your child to find and touch all the chairs, all the tables, all the beds, etc.

Variation: Use furniture in a dollhouse for this activity.

△17. "Quick Questions": After you have worked with your child on such categories as food, clothes, furniture, etc., you can show him a can of food and ask if he would wear it, or show him a shirt and ask if she would eat it.

□△18. "Card Hunt": Make a set of cards with pictures of food, articles of clothing, animals, furniture, etc. *(see directions for making cards, pg. 29. Begin with a pile of cards with pictures in two categories. Ask your child to sort them into two different piles (e.g., food and clothing). You can gradually increase the number of categories that he must sort.

Variation: Have cards with pictures of several categories spread out in front of your child. Ask him for a picture of something he would eat or something he would wear.

Counting

When beginning many of those counting activities, you should first count the objects out loud and have your child repeat after you. Then the child can start counting alone. If she makes a mistake, you can

say "Let's start over again". Then count along with her. These activities should be used to emphasize counting by touching each item and not simply counting by rote memory. Begin counting with 2 or 3 objects. Gradually increase number of objects to 5, then up to 10.

1. "Setting the Table": When setting the table, let the child count the forks, spoons, knives, plates, cups, napkins, etc., that you place on the table.

   Variation: Tell the child that you need 4 cups or 3 napkins and have her count them out for you.

2. "Shopping Helper": When you are shopping, let the child count the number of objects that you place in the grocery cart, i.e., as you put in 3 bottles of tonic or 2 boxes of crackers.

3. "Garden Helper": As you water your plants in the house or in the garden, you can ask your child to count the number of plants near a window or in a row, to count the number of flowers or vegetables growing on a plant or the number of leaves on a stem.

4. "Dinner Check": At dinner, have your child count the number of people sitting at the table, the number of chairs at the table, the number of things to eat, etc.

5. "Clapping or Tapping": A simple activity may include having you clap your hands or tap a table or pan a certain number of times. Your child should listen and count each clap. She may enjoy clapping or tapping while you count.

Sequencing

1. "What's Next?": You can describe sequences of events that happen during the day (e.g., say "First, I'll drink my juice. Next, I'll have my cereal.") Use the words first, next, before, after and last when appropriate.

   At various times during the day you can ask your child to show you or tell you what comes next. Showing is easier than telling.

   Examples: What will you have after you finish your juice?
   What do you do after you get up in the morning?
   What piece of clothing do you put on first?
   What do you do after breakfast?
   What do you do after you get out of the bathtub?

2. "Big and Small": Before asking your child to do this activity, demonstrate it once or twice. Using two objects of varying sizes, such as cups, stuffed animals, shoes, pots and pans, siblings, etc., you can ask your child to show you the small one and then the big one. She may need to be shown several times which is big and which is small before she can grasp this concept.

As she begins to respond correctly you could use three or four objects, say three bowls. Ask for the smallest bowl and then for the biggest bowl. Show her how to put them in order from the smallest to the biggest. Then ask her to do it by herself.

○□ 3. Read "Goldilocks and The Three Bears" to your child if she is able to listen to a story for five minutes or more. Discuss the sequence of events as well as size sequences.

Related Objects

□ 1. "Match-Ups": To show your child that certain objects go together you could show him three objects (e.g., toothbrush, knife, tube of toothpaste). Ask which two objects go together. If this is too difficult, pick up the toothbrush and ask which object would be used with it: a knife or some toothpaste. Other objects that would go together would be - a fork, knife and spoon, a hairbrush and comb, a shoe and sock, a crayon and coloring book, a coat and hat, etc.

□△ 2. "Where Does It Go?": You begin this activity by showing your child a pile of objects which you have collected from various rooms in the house. Examples could include a spoon from the kitchen, a towel from the bathroom, a shovel from the garage, a piece of your child's clothing, a shoe belonging to his father, a magazine from the living room, etc. Ask him to take each object to the room or place where it belongs.

Variation: Use a doll house and furnishings for this activity.

□△ 3. "Who Wears It?": This is another activity which you could do with your child while washing the family's clothes. Select a piece of clothing (e.g., brother's shirt, father's pants, etc.) and ask your child who wears it.

△ 4. "Toy Time": Using your child's toy box or toy shelf, choose a toy and ask your child where or when he would use it. Examples are a sand shovel and pail, a sled, a beach ball, a toy snow shovel, skates, etc.

Examples: Would you play with this in the summer?
Would you use this in the snow?

SUGGESTIONS FROM PARENTS

Cognitive

1. A closet shoe rack, the hanging type with pockets, makes a good sorting game for colors, animals, food, letters and numbers. (Terese McCauley)

2. Use household utensils, such as cups and pans, to help your child understand the concepts of big/little, empty/full, etc. Your child will enjoy matching covers to the correct size Tupperware containers. (Karen Vars)

3. Carpet samples are great for color identification. (Katherine Smith)

4. When teaching colors, I decided to work with only one color and a vivid one (yellow). We didn't talk about any others but we had yellows everyone. When we really thought that she understood the concept we did the same with others. (Paul & Jeanne Kelley)

SUGGESTIONS FROM PARENTS

A. BOOKS

For children

Curious George
Ant and Bee
Sesame Street Books
Doctor Seuss Books
Like Me - Alan Brightman
Cars and Trucks and Things That Go
Walt Disney Series
Encyclopedias
Illustrated Alphabet Book
Richard Scarry Books
Oh, What a Busy Day - Gyo Fujikawa
Are You My Mother? (Eastman)
The Puppy Book
The Book of Kittens
Parents' wedding albums
Magazines: Sesame Street
Sears Catalog

For parents

Parents Magazine
Toilet Learning - Alison Mack
American Baby
U.S. Government Publications
Children - Smart & Smart (child development text)
The Special Child - Robin White
Teach Your Child To Talk - Cebco
All God's Children

B. PLACES TO GO WITH YOUR CHILD

Carnivals
Aquariums - Boston
McDonald's
Library
Beaches, Pools
Larz Anderson Transportation Museum - Brookline
Camping
Fire Station
Santa's Village
Bus rides
Drumlin Farm, Lincoln/Essex Agricultural, Danvers (others)
Train and subway rides
Franklin Park Zoo, Boston
Christmas displays in shopping malls
Bike rides in child seat
Benson's Animal Farm, (Rte. 93 N to Rte. 110, Hudson, N.H.)
Canobie Lake Park (Rte. 93 N to Exit 3, Salem, N.H.)
Zoo
Shopping
Restaurants
Stores
Children's Museum - Boston
Movies
Car wash
Hiking trails
Police Station
Garage sales/flea markets
Stoneham Zoo (MDC)
Museum of Science, Boston

C. FAVORITE ACTIVITIES

being read aloud to
swimming
playing musical instruments
looking at family photos
dancing
bike rides
playing board games
playing card games
visiting friends
physical games involving laughter (Peek-a-Boo, Creep Mouse)
Twister
Cooking
lacing parents' old shoe
camping with family
water activities
playing ball
singing
puzzles
going for walks
playing Bingo
helping around the house
riding in a car
Hide and Seek
coloring

D. TOYS AND GAMES

playing cards
wind-up cars and trucks
tricycle and bicycle
Lego Building Blocks
tension trapeze bar between door jambs
Mattel See'n Say ABC's and Farm Animal Sounds
puppets
dolls and doll house
Mattel Tuff Stuff ABC Blocks and Tuff Stuff numbers
Fisher Price Little People
Sesame Street records and characters
record player
Colorforms
musical mobile
puzzles
musical instruments
tire swing
Fisher Price Shape Sorter
Fisher Price Family School House
magnetic numbers and letters
swing set
Bristle Blocks
Toddler Taxi

HANDBOOK EVALUATION FORM

Return to SEEM, 15 High Street, Winchester, MA 01890, before April 1, 1980

Did you find this activity handbook helpful?

What specific activities did you and your child particularly enjoy?

Were there some activities that you found to be unworkable or the directions unclear? If so, please list them.

Do you have any suggestions for improving this handbook?

Do you have any specific activities that you could add to this handbook? Or any materials you have found especially useful?

For other comments, please use other side.

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Programming Guide; United Developmental Services, Inc. and
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